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ABSTRACT

The Diagnostic Assessments of Reading with Trial Teaching Strategies (DARTTS) is a program of diagnostic tests with sample lessons in aspects of literacy. Developed by Florence G. Roswell and Jeanne S. Chall, the DARTTS program is published in a multilevel format for beginning through advanced (high school) readers. Teachers administer and score diagnostic tests and use a checklist of qualitative observations of student reading. Recording the student's highest mastery levels gives a score report for the following areas: (1) word recognition; (2) word analysis; (3) oral reading; (4) silent reading comprehension; (5) spelling; and (6) word meaning. Word analysis can also be evaluated. Trial teaching strategies, to be used as indicated by the assessment, are provided for developmental levels (beginning, primary, intermediate, and advanced). In fall 1989, approximately 1,700 students took the diagnostic assessments to establish the relative difficulty of the test items as a preliminary to a validation study with about 4,000 students using the complete program. The program is suggested for use in regular classrooms, Chapter 1 programs, special education, student placement decision making, and adult literacy programs. Sample lessons from the trial teaching strategies are included. (SLD)

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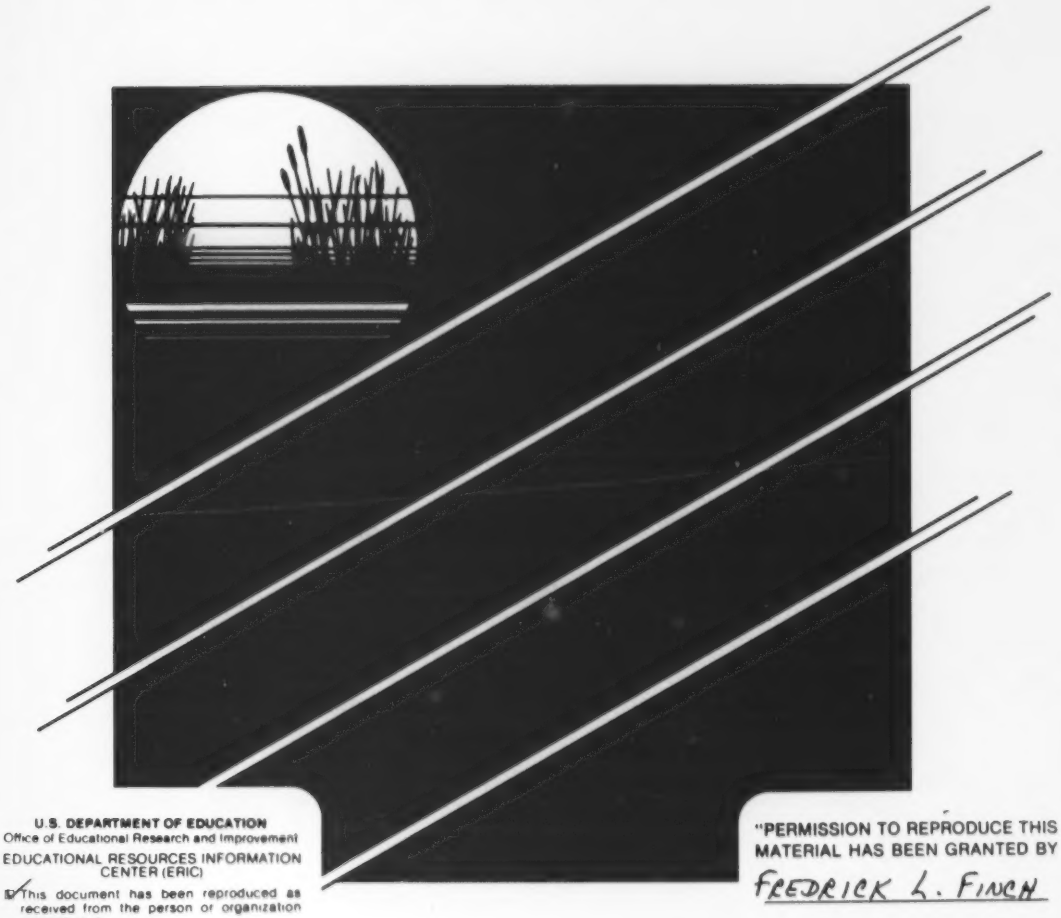
ADMINISTRATOR'S SUMMARY



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DARTTS™

Diagnostic Assessments of Reading with Trial Teaching Strategies

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D·A·R·T·T·S™

Diagnostic Assessments of Reading with Trial Teaching Strategies

Program Components

- Diagnostic Assessments of Reading (DAR): Tests in six areas of reading and language

  Word Recognition
  Word Analysis
  Oral Reading
  Silent Reading Comprehension
  Spelling
  Word Meaning

- Trial Teaching Strategies (TTS): Microteaching sessions based on developmental levels

  Beginning; Level 1
  Primary; Levels 2 and 3
  Intermediate; Levels 4 through 8
  Advanced; Levels 9/10 and 11/12

Objectives

- To assess students' relative strengths and weaknesses in reading
- To discover effective methods and materials to help students read better
- To demonstrate to students that they can learn to read and that they can continue to improve their reading

Authors

- Florence G. Roswell
- Jeanne S. Chall

Levels

- DAR: Reading Levels 1-1, 1-2, 2, 3, 4, 5, 6, 7, 8, 9/10, and 11/12
- TTS: Reading Developmental Levels Beginning through Advanced

Testing/Teaching Times

- DAR: Untimed; about 20–30 minutes
- TTS: Untimed; about 30 minutes

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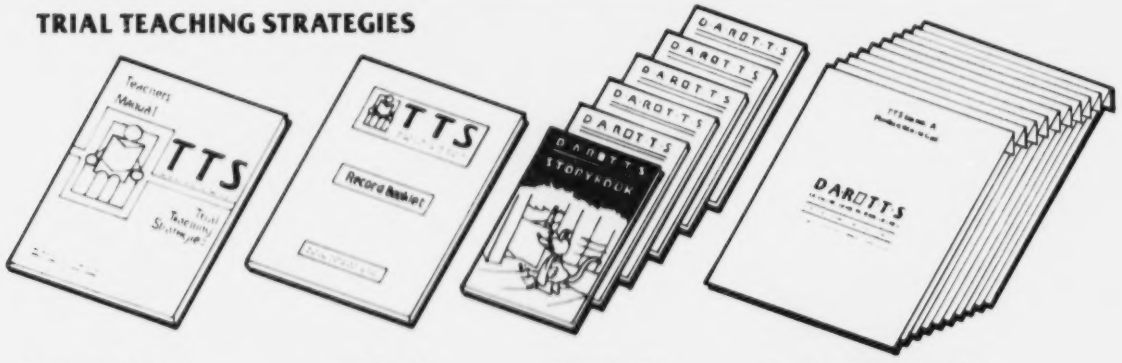
Program Materials: The Diagnostic Assessments of Reading with Trial Teaching Strategies (DARTTS)™ Program

Contents of the DARTTS™ Program

DIAGNOSTIC ASSESSMENTS OF READING

Teacher's Manual | Response Record (Pkg of 15) | Student Book | Student Record Booklet (Pkg of 15)

TRIAL TEACHING STRATEGIES


Teachers Manual
TTS
TTS
Record Booklet
DARTTS
DARTTS
DARTTS

Materials for the Diagnostic Assessments of Reading (DAR)

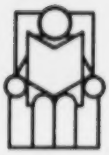
- The *DAR Teacher's Manual* provides general information about the tests. It also provides complete directions for scoring the tests and recording results, including facsimiles of scored pages. The teacher should read the manual before testing, but should not need it during the actual testing session.
- The master record of the student's performance on the DAR is kept by the teacher in the *Response Record with Directions for Administration.* The Response Record contains complete directions for administering the tests and also condensed scoring instructions. It also gives the teacher small-size facsimiles of the pages the student is using in the Student Book and Student Record Booklet.
- The spiral-bound, reusable *Student Book* contains all of the parts of the DAR that the student reads.
- The *Student Record Booklet* is used by the student for those parts of the test that require a written response of the student: the questions of the Silent Reading Comprehension test and the Spelling test.

Materials for the Trial Teaching Strategies (TTS)

- The *TTS Teacher's Manual* suggests ways to interpret to students the DAR results, provides model case studies for readers at different developmental levels, and describes common patterns of strengths and weaknesses in reading. It also provides detailed directions for implementing the TTS with beginning, primary, intermediate, and advanced readers. The last section of the manual contains six detailed case studies taken from the authors' work with actual students.
- The *Record Booklet* provides an easy-to-use medium for noting students' progress with and reactions to the various microlessons of the TTS.
- The colorful *StoryBooks 1–6*, for reading levels 1 through 6, are filled with interesting, high-quality stories, poems, riddles, and sayings that have been of proven interest to even reluctant readers. The StoryBooks are used during the trial lessons for Oral Reading. They can also be used for other purposes.
- The *Trial Teaching Strategies Envelopes A–J* are used during the trial lessons: Envelopes A–G, for the Word Recognition and Analysis TTS; Envelope H for the Silent Reading Comprehension and Written Expression TTS; and Envelopes I and J for helping older students at beginning and primary reading levels master practical reading tasks they encounter, such as reading street signs and seeking employment.

Ancillary Program Materials

- The *DARTTS Program Guide: Developing Literacy through Assessment, Teaching Strategies, and Collaborative Learning* describes additional ways to use the program to help students and provides further background on the development of the program.
- The *DARTTS Technical Manual* contains information and data on the prepublication research conducted for the program.



Development of the DARTTS Program

Philosophy

Students may experience difficulties in learning to read for many reasons. In an effort to help them improve their reading, their teachers need specific information about how they perform in the essential areas of reading and language. Teachers need to discover not only areas of weakness that require attention, but areas of strength that can be used constructively in developing a sound program of reading instruction. The DARTTS program is a unique and comprehensive testing/teaching program that has been developed to facilitate this discovery process.

A constructive student-teacher relationship is the foundation of the DARTTS program. During the course of administration of the DAR, the teacher is instructed to accept actively the student's best efforts. The student's incorrect responses are acknowledged as unavoidable but nevertheless valuable for constructing a picture of the student's instructional needs. Occasional correct responses are also commented on. This student-teacher dialogue during testing helps keep the testing pace brisk and the student's interest high, and also fosters a positive student-teacher relationship. In addition, the teacher has the student, whenever possible, hold the book and turn pages in a natural manner.

After testing is completed, the teacher, in a student-teacher conference, interprets the student's performance on the tests in terms of strengths and weaknesses, not in terms of numerical scores. This conference presents another opportunity for the teacher to build a constructive student-teacher relationship.

Finally, the lessons of the TTS are conducted in a low-key, supportive atmosphere. The teacher is instructed to accept the student's efforts and to model effective methods for the student. The teacher also helps the student to be actively involved in becoming a better reader.

The Authors

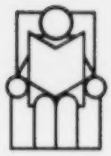
Florence G. Roswell is a professor emerita of City College of the City University of New York (CUNY) and director of the college reading center from 1949–1971. She is a respected reading clinician and the co-author, with Gladys Natchez, of *Reading Disability: A Human Approach to the Evaluation and Treatment of Reading and Writing Difficulties*, now published in its fourth edition.

Jeanne S. Chall is a professor emerita of the Harvard University Graduate School of Education. Until her retirement she was the director of Harvard's reading center, where graduate students diagnose and treat students of all ages who are having reading problems. She is the author of many books, including *Learning to Read: the Great Debate*, *Stages of Reading Development*, and *The Reading Crisis*. She is also the co-author of the Dale-Chall readability formula.

Background

As professional associates, Professors Roswell and Chall needed a complete reading diagnostic instrument for their work with less accomplished readers. Since there was no single published program that suited their needs, they put together the combination of tests that became the Diagnostic Assessments of Reading. The Trial Teaching Strategies were developed separately as "Sample Lessons." These lessons were used to find suitable methods for teaching word recognition and word analysis techniques to students who had failed to learn to read. Later on the concept of sample lessons was enlarged to include other aspects of literacy, such as reading comprehension, writing, and spelling, and the DAR and the TTS were combined into the DARTTS program.

Over their years of working with many students at the reading centers of CUNY and Harvard, the authors revised and refined the materials and procedures for the DARTTS program. It was further refined through the development of this published edition, which is the first edition of the DARTTS program to be made available to education professionals at large.



Testing and Teaching with the DARTTS Program

The DARTTS program is published in a multilevel format. Directions for starting and stopping the tests that make up the DAR, with page reference numbers, are included in the DAR Response Record with Directions for Administration. The lessons of the TTS are presented in the TTS Teacher's Manual by developmental level: Beginning, Primary, Intermediate, and Advanced. The DARTTS organization can be summarized as follows:

Levels 1-1 and 1-2: BEGINNING READERS

- Diagnostic Assessments of Reading
  - Word Recognition
  - Word Analysis: Consonant Sounds
    - Nonmastery–Pre-Reading Subtests
  - Oral Reading
  - Spelling
  - Word Meaning
- Trial Teaching Strategies for Beginning Readers

Levels 2 and 3: PRIMARY READERS

- Diagnostic Assessments of Reading
  - Word Recognition
  - Word Analysis: Short Vowel Sounds
  - Oral Reading
  - Silent Reading Comprehension (Level 3 only)
  - Spelling
  - Word Meaning
- Trial Teaching Strategies for Primary Readers

Levels 4 through 8: INTERMEDIATE READERS

- Diagnostic Assessments of Reading
  - Word Recognition
  - Oral Reading
  - Silent Reading Comprehension
  - Spelling
  - Word Meaning
- Trial Teaching Strategies for Intermediate Readers

Levels 9/10 and 11/12: ADVANCED READERS

- Diagnostic Assessments of Reading
  - Word Recognition
  - Oral Reading
  - Silent Reading Comprehension
  - Spelling
  - Word Meaning
- Trial Teaching Strategies for Advanced Readers

Scoring and Recording Results

Diagnostic Assessments of Reading—For most tests of the DAR, items are scored as correct, incorrect, or omitted as follows:

1. A correct response is indicated with a check mark (✓).
2. An incorrect response is recorded verbatim. Self-corrected errors are enclosed in parentheses ( ) and checked.
3. A line through an item indicates that the student did not try that item.

The exception to these procedures is the Oral Reading test, for which two methods of scoring and recording are provided: one method is easy to learn and use and is suitable for most purposes; an optional, more detailed differentiation of errors can be used by more experienced administrators or for research purposes.

Detailed scoring and recording directions, including examples of scored pages, are provided in the DAR Teacher's Manual. Condensed instructions are included in the Response Record for easy reference during actual testing.

Trial Teaching Strategies—The student's progress on most lessons of the TTS is recorded qualitatively on a three point scale: Learned Most of Lesson, Learned About Half of Lesson, Learned Less Than Half of Lesson. In addition the student's response to the lessons is noted as Positive, Passively Cooperative, or Not Interested.

A Case Study Approach

The DARTTS program information includes many case studies that describe how the program has been used with actual students. In this Administrator's Summary, we will present one such study to illustrate the program.

Our student was in fourth grade and was having trouble reading materials on grade level, especially textbooks in social studies and science. The student also did not appear to enjoy reading for pleasure. The teacher was quite concerned because in fifth and sixth grades the student would be expected to read increasingly more complex and difficult fiction and expository materials. The DARTTS program was used to determine the student's strengths and weaknesses in reading and to discover effective methods and materials for remediation.

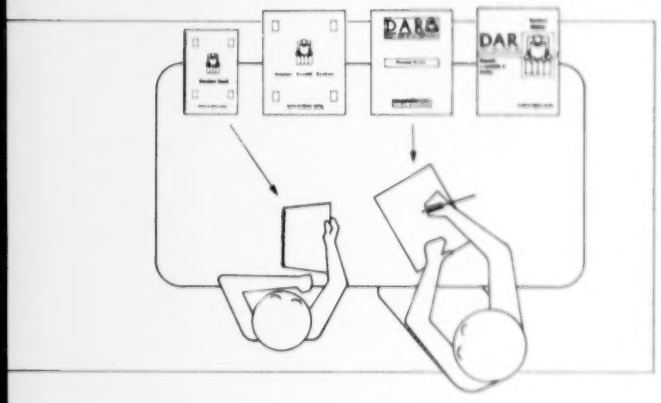
Diagnostic Assessments of Reading

How to Begin

Before beginning the test administration, the teacher read the DAR Teacher's Manual, gaining an overall understanding of the tests and proper scoring procedures. Afterward the teacher put aside the Teacher's Manual and used the condensed instructions in the Response Record during the actual testing session. The teacher knew the student was having trouble with grade-level materials and so began the DAR with Level 3, one level below the student's grade level.

In this Administrator's Summary, an overhead diagram of the student, the teacher, and the program materials is provided below each test title to illustrate which materials are needed for that test. For example, the diagram below shows that, for the Word Recognition test, the student will need the Student Book and the teacher, the Response Record.

WORD RECOGNITION



The teacher said: "Today I'm going to ask you to do some reading. You may not know all the words, and it's all right to make mistakes because they give me clues to what you need to learn. It is important that you try. I'll now give you a book and we will begin."

The student wanted to know more about the tests right away, but, in the interest of maintaining a lively testing pace, the teacher asked the student to hold the questions for afterward. This satisfied the student and so they began.

The teacher gave the student the Student Book opened to the Level 3 Word Recognition test and said: "Read these words."

The student read correctly eight of the Level 3 words, and so the student was asked to continue with Level 4. On Level 4 the student got the first two words correct and then made four errors, and so the teacher concluded the Word Recognition test.

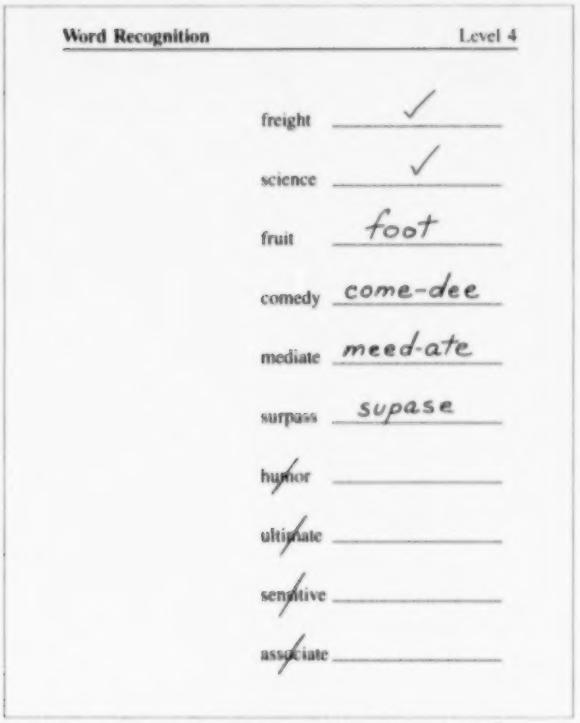
Facsimiles of the scored Level 3 and Level 4 tests, as would be seen in the Response Record, are shown below and on the following page.*

Word Recognition — Level 3

before	✓
catch	✓
mangle	✓
every	✓
promote	✓
improve	✓
always	✓
corner	corned
almost	almond
target	✓

TOTAL SCORE Word Recognition Level 3: 8
(Mastery = 7 correct)

* Test items illustrated on this page are not actual test items, but are similar to actual items.

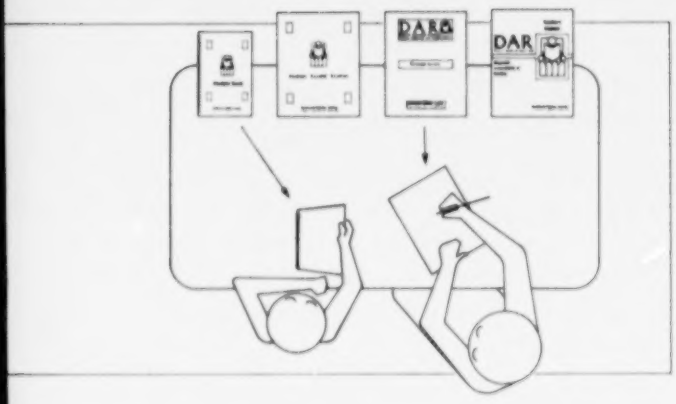


TOTAL SCORE Word Recognition Level 4: 2
(Mastery = 7 correct)

The student had a Level 3 mastery in Word Recognition, that is, Level 3 was the hardest level at which the student scored seven or more correct.

Included in the Response Record are directions for proceeding to the other DAR tests, depending on the student's mastery level on the Word Recognition test. The Word Recognition mastery level is used to determine the student's entry level for the remaining DAR tests except Word Meaning. For our student, Level 3 Word Recognition mastery indicates that the student should take next the Word Analysis subtest for Short Vowel Sounds and should start the DAR Oral Reading, Silent Reading Comprehension, and Spelling tests with Level 3. For Word Meaning, because no reading is required of the student, the teacher should start the test at Level 4, the test level for the student's current grade placement.

* Test items illustrated on this page are not actual test items, but are similar to actual items.



The teacher told the student to turn to page 14 in the Student Book (to the Short Vowel Sounds subtest of the Word Analysis test), pointed to the letter *a*, and asked: "What is the sound of this letter?"

The student gave the long vowel sound ($\bar{a}$), and so the teacher asked: "Yes, and what other sound does this letter have?"

The student gave the short vowel ($\breve{a}$) sound, and so the teacher pointed to the line of words after the letter and said: "Now read these words."

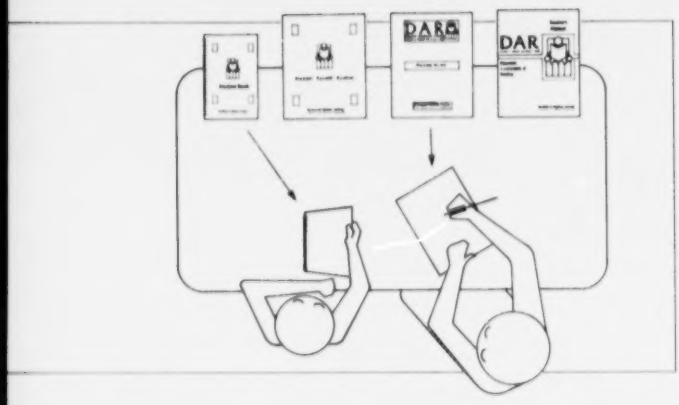
The student was able to supply the short *a* sound and most of the other vowel sounds. The student was also able to read most of the words, as shown by the scored facsimile page in the next column.*

Word Analysis SHORT VOWEL SOUNDS

a ✓	bat ✓ mat ✓ map ✓ sad ✓
i ✓	sit ✓ pit ✓ pin ✓ dip ✓
o ✓	hot ✓ not ✓ nod ✓ sob ✓
e $\bar{e}$	hen ✓ men *man* met ✓ beg *bag*
u $\bar{u}$	sun *soon* bun ✓ but ✓ rug *rag*
log *leg* pet ✓ tub ✓ lip ✓ cap *sap*	

SUBTEST SCORE Short Vowel Sounds: 22
(Mastery = 21 correct)

* Test items illustrated on this page are not actual test items, but are similar to actual items.



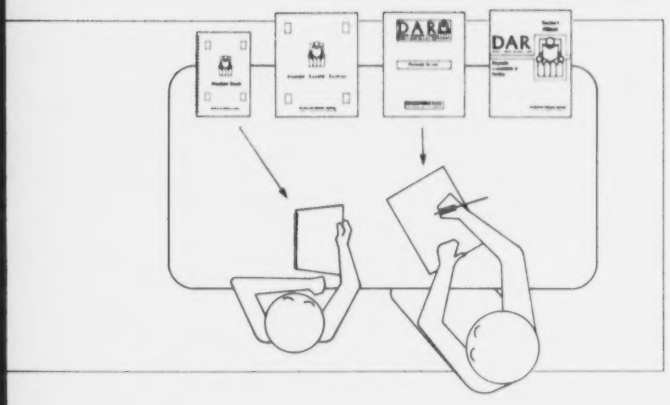
Because the student achieved mastery on the Short Vowel Sounds subtest, the teacher told the student to look at the next page. The teacher pointed to the line with the first pair of words on the Rule of Silent *E* subtest, and said: "Read these words." The student mastered this subtest also, as shown on the scored facsimile page in the next column.*

Word Analysis RULE OF SILENT *E*

✓	mat – mate	✓
✓	pin – pine	✓
✓	hop – hope	hoop
✓	tub – tube	✓

SUBTEST SCORE Rule of Silent *E*: 3

* Test items illustrated on this page are not actual test items, but are similar to actual items.



Because the student mastered the Rule of Silent *E* subtest, the teacher told the student to turn the page, to the Vowel Digraphs subtest, and said: "Read these words."

The student achieved mastery on the Vowel Digraphs subtest, that is, got more than 6 correct. For the Diphthongs subtest, the student made 2 mistakes and, therefore, failed to achieve mastery. Scored facsimiles of these two subtests are shown in the next column.*

Following the instructions in the Response Record, because the student failed to achieve mastery on the Diphthongs subtest, the teacher stopped the Word Analysis test, and they went on to the Oral Reading test, beginning at Level 3, the student's highest mastery level on the Word Recognition test.

Word Analysis VOWEL DIGRAPHS

boat ✓

gain ✓

heel ✓

meat ✓

pail ✓

beam ✓

road ✓

deep dĕp

SUBTEST SCORE Vowel Digraphs: 7
(Mastery = 6 correct)

Word Analysis DIPHTHONGS

toy too

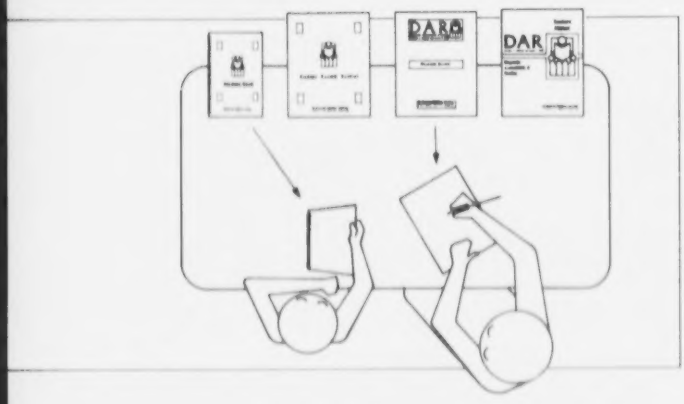
boil bole

now

proud

SUBTEST SCORE Diphthongs: 0
(Mastery = 3 correct)

* Test items illustrated on this page are not actual test items, but are similar to actual items.



The teacher told the student to turn to page 27, to the Level 3 Oral Reading selection, "How Elephants Sleep," and said: "This is a story about how elephants sleep. I would like you to read it out loud. There may be some words you do not know, but try them anyway. I will give you some help if you need it. Now go ahead."

For the Oral Reading test, four types of errors are recognized: Mispronunciations or substitutions, omissions, words supplied by the teacher, and insertions. The test can be scored and errors can be recorded in two ways.

1. The simple scheme, which was used by the teacher for this case study, involves making a mark whenever the student makes a reading error. Repeats of the same error are counted as only one error.
2. The more detailed, optional scoring method requires the teacher to
   - write the student's word above the text word for a mispronunciation or substitution,
   - circle an omission,
   - write "P" (pronounced) above a word the student does not say after about five seconds, and
   - make a caret mark (^) and write in any words the student adds to the text.

The teacher chose to use the simple scoring method with the student.

As the student read out loud, the teacher marked the student's reading errors in the Response Record. As shown in the next column, the student read "How Elephants Sleep" with only two errors.*

* Test items illustrated on this page are not actual test items, but are similar to actual items.

The student achieved mastery on the Level 3 Oral Reading selection, and so they continued with the Level 4 selection. On Level 4, the student exceeded the mastery criterion by making six errors, and so they stopped this test. The student's mastery level was considered to be Level 3, the highest level for which the student achieved mastery based on the published criterion.

Oral Reading Level 3

How Elephants Sleep

Elephants live together in large groups. There may be from ten to a hundred elephants in one herd, roaming around looking for food.

When a herd sleeps, some of the elephants may sleep standing up. But most elephants lie down on their sides.

Any elephant that lies down when it sleeps has a big job ahead when it wakes up. It has to get its very large body off the ground. It does so by rocking from side to side till it can roll up onto its feet. That is why some elephants sleep standing up!

TOTAL ERRORS Oral Reading Level 3: 2
(Mastery = 5 or fewer errors)

Note: Supply the story title.

Optional Scoring:

Mispronunciations or substitutions_____
Omissions _____
Words supplied _____
Insertions_____

Excerpt adapted from *A Time for Sleep* by Millicent Selsam, ©1953 by Addison-Wesley Publishing Co., Inc., Reading, Massachusetts. Adapted and reprinted with permission of the publisher.

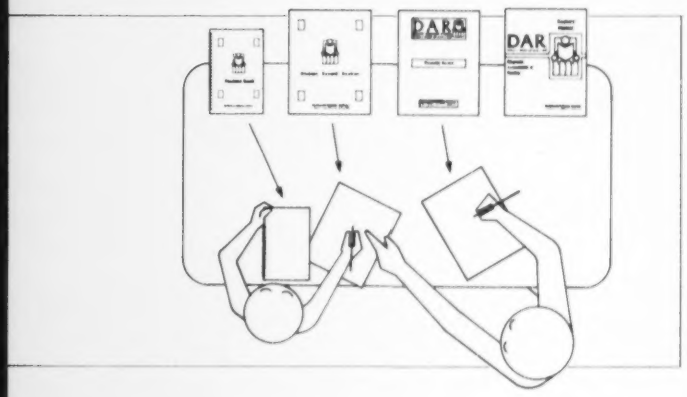
Checklist of Qualitative Observations (Check all that apply.)

Then the teacher recorded other aspects of the student's reading, using the Checklist of Qualitative Observations provided in the Response Record, and shown below.

___ Misreads words often
___ Adds extra words often
_✓_ Reads haltingly
___ Repeats words and phrases often
___ Makes frequent self-corrections
_✓_ Sounds out many words
___ Waits or asks for help often
___ Other _____

___ Uses context intelligently
_✓_ Works well with examiner
_✓_ Exerts good effort
___ Other _____

They went on to the Silent Reading Comprehension test, beginning at Level 3, the student's highest mastery level on the Word Recognition test.



The teacher told the student to turn to page 35 in the Student Book, to the Silent Reading Comprehension selection for Level 3, gave the student the Student Record Booklet opened to the questions for that selection, and said: "The title of this story is 'Karate.' Read it and then answer the questions for the story. Circle the letter of the answer you think is correct. You may look back at the story, if you wish, while you are answering the questions."

Silent Reading Comprehension Level 3

Karate

About three months after their marriage, my grandparents were in a restaurant and a rascal began to insult my grandfather because he looked weak and had a pretty wife. The rascal got up from his table, moved over to my grandparents' table, and grabbed my grandfather's chopsticks. My grandmother immediately grabbed the chopsticks from him and struck the rascal on his cheekbone with her elbow. The blow was so quick and powerful that he lost his balance and fell on the floor.

While the rascal's friends tried to revive him, everyone else surrounded my grandmother and asked her who had taught her karate. She said, "Who else? My husband!"

Text excerpt from pp. 55–56 from *The Land I Lost* by Huynh Quang Nhuong. Text copyright © 1982 by Huynh Quang Nhuong. Reprinted by permission of Harper & Row, Publishers, Inc.

* Test items illustrated on this page are not actual test items, but are similar to actual items.

The student read the story and missed only one question (#4), as shown below.* On the teacher's facsimile of the questions the student must answer for the story, a colored rule before an answer choice indicates the correct answer for each question.

Since the student achieved mastery on the Level 3 selection, the teacher asked the student to summarize the story orally, saying: "Tell me about the story you just read." The teacher wrote the student's words in the Response Record.

Then the teacher directed the student to turn the pages of the Student Book and the Student Record Booklet to the Level 4 selection and said: "Now read this story and answer the questions. Circle the letter of the answer you think is correct."

For this selection, the student made two errors, and so they stopped the Silent Reading Comprehension test and went on to the Spelling test, beginning at Level 3, the student's highest mastery level for Word Recognition.

The teacher collected the Student Book at this time, as the student would no longer need to use it.

Silent Reading Comprehension Level 3

Karate

(✓)

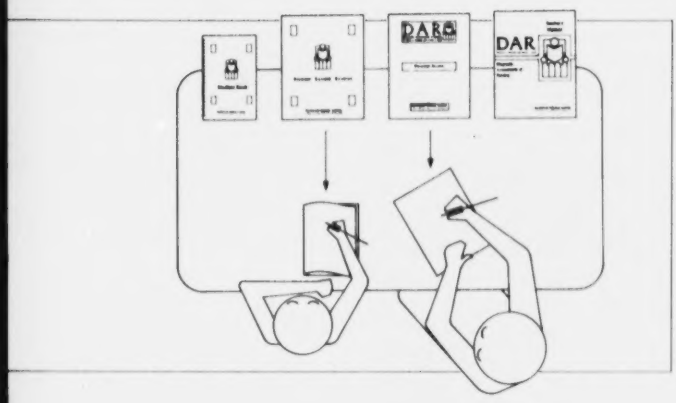
1. Which words best describe the rascal?
A. a boxer
B. a joker
✓ C. a troublemaker
D. a thief

2. In the story, who knew karate?
A. everyone
B. the author
C. the rascal
✓ D. the wife

3. At first, what did the rascal think about the wife?
A. She was smart.
✓ B. She was pretty.
C. She was quick.
D. She was strong.

4. When did this story take place?
A. a few months after the author was born
(B.) at the husband and wife's first wedding party
C. after the husband and wife were married
D. when the author's parents got married

TOTAL SCORE
Silent Reading Comprehension Level 3: 3
(Mastery = 3 correct)



For the Spelling test the teacher told the student to turn to page 9 of the Student Record Booklet and said: "I am going to ask you to spell some words. Write the word I read in your booklet. The first word is *green. Some frogs are green. Green.*"

Spelling Level 3

green _____
Some frogs are *green*.

walk _____
I *walk* my dog every morning.

night _____
The moon was full last *night*.

cover _____
Cover your mouth when you cough.

friend _____
My sister is my best *friend*.

TOTAL SCORE Spelling Level 3: 0
(Mastery = 4 correct)

The teacher read each word, then the sentence containing the word, and then the word again. As the student wrote the words, the teacher checked (✓) the words the student spelled correctly. (At a later time, if the teacher wanted to do so, the student's misspellings, including the word *green*, could be transfered from the Student Record Booklet to the Response Record.) After the student missed two words on the Level 3 Spelling test, the teacher unobtrusively dropped back to dictate the Level 2 words, which the student could spell. Facsimiles of the scored Level 3 and Level 2 Spelling tests are shown below:*

The student achieved mastery on the Level 2 Spelling test. They went on to the last DAR test, Word Meaning, beginning this time with Level 4, the test level for the student's current grade placement.

The teacher collected the Student Record Booklet at this time. For the Word Meaning test the student would need no materials.

Spelling Level 2

home ✓
Every animal builds a *home*.

name _____
What is your *name?*

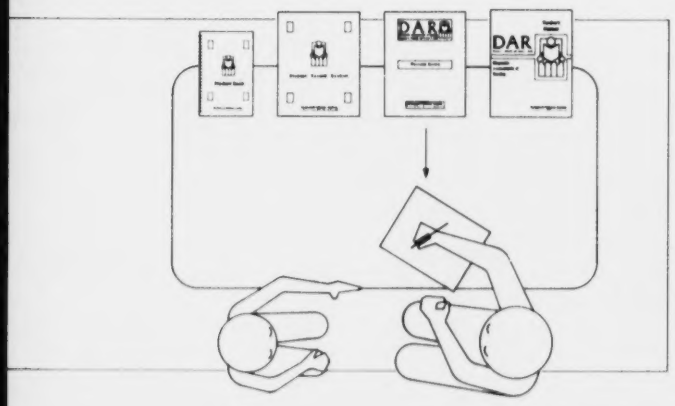
good ✓
Milk and cereal taste *good*.

jump ✓
A kangaroo can *jump* high.

out ✓
She walked *out* of the room.

TOTAL SCORE Spelling Level 2: 4
(Mastery = 4 correct)

* Test items illustrated on this page are not actual test items, but are similar to actual items.



The teacher turned the Response Record to the directions for Word Meaning and said: "Now I am going to read some words to you. After each word I will ask you to tell me what it means."

The teacher read the first word for Level 4, "build," and said: "What does *build* mean?"

The student said: "Doing something."

Believing that the student might really know the word *build* better than this definition would seem to indicate, the teacher said: "Tell me more about *build*. What else do you know about *build*?"

The student said: "You know. Making a house or something like that."

Because the student knew the essentials of the word (dictionary definitions are not required for this test), the student got credit for *build* based on this description, and they went on to the rest of the words on the Level 4 test, as shown in the next column.*

Each time the student achieved mastery in Word Meaning on one level, the teacher went on to administer the next level. The teacher recorded the student's word meanings, using ellipses (. . .) as needed to indicate that the student actually said more. Our student achieved mastery on Levels 4, 5, and 6, indicating average to above-average abilities. On Level 7, the student did not know the first two words, and so the Word Meaning test was stopped. This also concluded the administration of the DAR.

Before the student was excused from the testing room, the teacher told the student when to come back the next day to talk about the results of the tests. The teacher also told the student to bring along a textbook that was difficult to read and understand. After the student left, the teacher quickly summarized the student's test performance on the DAR Interpretive Profile, as shown on the next page, and read Parts 1 through 5 of the TTS Teacher's Manual to plan for the TTS session with the student.

Word Meaning Level 4

(✓)

✓ build *Making a house...*

✓ fountain *Something with water you can drink out of*

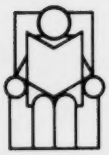
✓ garden *Where flowers grow*

✓ heavy *It weighs alot, like a brick.*

✓ nest *Birds lay eggs in it...*

TOTAL SCORE Word Meaning Level 3: 5
(Mastery = 4 correct)

* Test items illustrated on this page are not actual test items, but are similar to actual items.



DAR Interpretive Profile

On the DAR Interpretive Profile, which is found on the last page of the Response Record, the student's highest mastery levels were recorded for Word Recognition, Oral Reading, Silent Reading Comprehension, Spelling, and Word Meaning. For Word Analysis, a check mark was recorded for those subtests given and mastered.

Our student's highest mastery level was Level 3 for Word Recognition, Oral Reading, and Silent Reading Comprehension. For Spelling, it was Level 2, and for Word Analysis, our student mastered the subtests for Short Vowel Sounds, Rule of Silent *E*, and Vowel Digraphs. (Although the student was not given the first two Word Analysis subtests, it can be assumed that the student would have mastered them if given them.) The student's highest mastery level for Word Meaning was Level 6. The teacher set aside some time the next day to interpret the Diagnostic Assessments of Reading to the student and to try some of the Trial Teaching Strategies.

DAR Interpretive Profile

Student _____ Date of Birth __/__/__ Grade _____

DAR Administrator _____ Teacher _____ Date of DAR __/__/__
(if different from teacher)

DAR Test	DAR Level
Word Recognition	3
Word Analysis (Check if mastery is achieved.) ___ Consonant Sounds ___ Consonant Blends ✓ Short Vowel Sounds ✓ Rule of Silent *E* ✓ Vowel Digraphs ___ Diphthongs ___ Vowels with *R* ___ Polysyllabic Words Pre-Reading Subtests: ___ Naming Capital Letters ___ Naming Lowercase Letters ___ Matching Letters ___ Matching Words	
Oral Reading	3
Silent Reading Comprehension	3
Spelling	2
Word Meaning	6

1. For Word Recognition, Oral Reading, Silent Reading Comprehension, Spelling, and Word Meaning, enter the highest level for which the student achieved mastery.

2. For Word Analysis, check the subtests for which the student achieved mastery.

Trial Teaching Strategies

The Trial Teaching Strategies for the four developmental levels—Beginning, Primary, Intermediate, and Advanced—are described in Part 6 of the TTS Teacher's Manual. Because our student's DAR Interpretive Profile showed a Level 3 reading level, the teacher referred to page 34 in the TTS Teacher's Manual, "Trial Teaching Strategies for Primary Readers." Table 13 below comes from that page. The screened area for Level 3 indicates the TTS that the teacher will try with our student.

Table 13
Recommended TTS for Primary Readers
and Suggested Time Allotments in Minutes

DAR Highest Mastery Level	TTS Area				
	Word Recognition and Analysis	Oral Reading	Silent Reading Comprehension and Written Expression	Spelling	Vocabulary
	(Page 37)*	(Page 61)	(Page 64)	(Page 67)	(Page 69)
2	15	10		5	**
3	5	10	10	5	**

* Page numbers in parentheses indicate the starting page for the lesson in this manual.

** The Vocabulary TTS need not be a separate lesson. In the procedures for the TTS, vocabulary strategies are suggested throughout. See also the section "Strategies for Vocabulary Development for All Levels" for suggestions for helping students improve their vocabularies.

Interpreting the DAR Scores

The next day, the teacher gave the student a brief interpretation of the results of the DAR, saying:

"Yesterday you took some tests to find out what you already do well and what you need help with in reading. I'll begin with what you do well. You understand many words, as many as or more than other students your age. A good vocabulary is very important for understanding what you read, and you have a good start. You need to be able to read more words and more difficult words. You were able to identify correctly the consonant and vowel sounds but you need to learn how to read some kinds of vowel combinations. You also need help with spelling. During our time together today, we will look for some interesting things that you will be able to read just for fun. We will also try some ways for you to improve your spelling, and we'll work together to find ways to help you understand your textbooks a bit better."

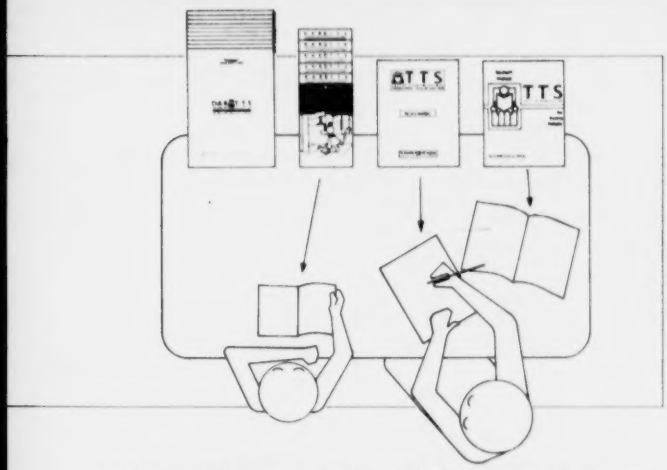
Support and Encouragement

During the TTS session, the teacher is instructed to give unlimited support to the student's efforts, providing correct responses as needed and a model for the student to use to improve in reading. The teacher should point out that it is all right to make mistakes, that we all learn from mistakes. Also, showing the student that he or she can learn and is learning will give him or her the confidence to continue trying. The following list gives some statements that teachers might use to help students over rough spots:

- That was an excellent try.
- You know it's all right to make mistakes here, but please make them loud enough for me to hear. Then I can understand how best to help you.
- That was a hard one. Most students find that one difficult.
- Good! That answer was very close.

The description on the next several pages outlines the TTS lessons as they were tried with our student. The TTS should be used flexibly, according to the needs of the student. A "script" for the TTS lessons is provided to help the teacher, not as a prescriptive speech that is read word for word. The teacher is encouraged to use whatever words, and to provide whatever help, will most aid the student's efforts.

ORAL READING



As for the DAR tests, in this Administrator's Summary, for the TTS lessons an overhead diagram of the student, the teacher, and the program materials indicates which materials are needed for each lesson. The diagram above indicates that for Oral Reading, the student needs a StoryBook (at the appropriate level) and the teacher needs the Record Booklet and the TTS Teacher's Manual.

Following the instructions in the TTS Teacher's Manual, the teacher began the TTS session with a selection from StoryBook 3; in this case, an easy, funny poem shown on this page.

The student read this poem with a little help, and they talked briefly about nonsense poetry and about the comical illustration. Then the teacher turned to a story, "Gloria Who Might Be My Best Friend," by Ann Cameron. The stories in the DARTTS StoryBooks are arranged in approximate order of reading difficulty. The teacher chose this story both because it would probably appeal to the student and because it is close to the beginning of the book. The teacher introduced the story by saying:

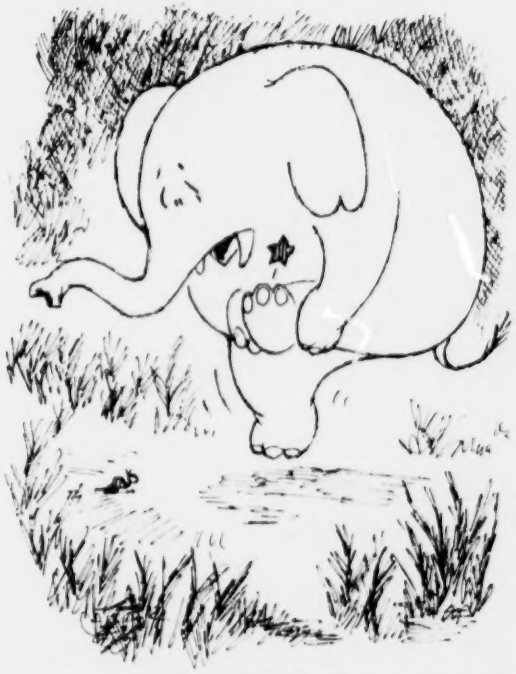
"I know there may be times when you feel uncomfortable reading aloud, such as when you are unsure of new words. When you're with me it's all right to make mistakes. I expect you to make some mistakes because we all make mistakes when we are learning something new. And if we didn't try to learn new things, life would be quite uninteresting. When I hear your mistakes I can better understand how to help you. Now let's read this story and find out what happened when someone new moved into the neighborhood."

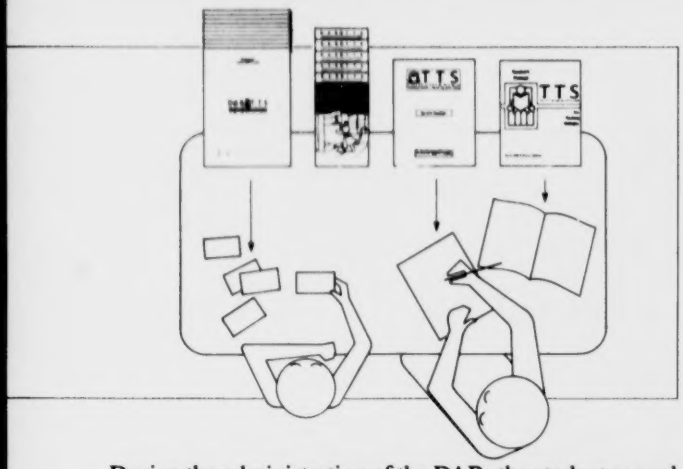
The teacher and student read this story together, alternating paragraphs. The teacher modeled fluency for the student and kept the pace of the story brisk so that they could both experience the fun of the story. In spite of having just a little trouble, the student reported enjoying the story. The teacher determined that Level 3 was indeed a good reading level for the student's independent reading.

After they were finished, the teacher recorded qualitative observations on the student's reading in the TTS Record Booklet, and assured the student that the DARTTS StoryBook would be available for more enjoyable reading. They spent about ten minutes on this lesson and then went on to the Word Recognition and Analysis lessons of the TTS.

Way Down South...
Unknown

Way down South where bananas grow,
A grasshopper stepped on an elephant's toe.
The elephant said, with tears in his eyes,
"Pick on somebody your own size!"





During the administration of the DAR, the student scored at mastery level on several of the Word Analysis subtests, including Short Vowel Sounds, Rule of Silent *E*, and Vowel Digraphs. However, the student had trouble with diphthongs, and to help the student better understand these and other vowel combinations, such as *r*-controlled vowels, they used the materials in Envelope G, "Other Word Analysis Activities."

The teacher took Card 3, Diphthongs (ou and ow), out of Envelope G, showed the student the first side and said: "These words have two vowels together. For these words, the two vowels together make an entirely different sound. These words are *out* and *cow*."

The student repeated *out* and *cow*. Then the teacher turned the card over and said: "Now read these words."

The student was able to read the words, and so the teacher pointed to the sentences under the words and said: "Now read these sentences." The two sides of Card 3 are shown below.

out

cow

loud shout found round

now down how town

The town is big.

The cow gets out.

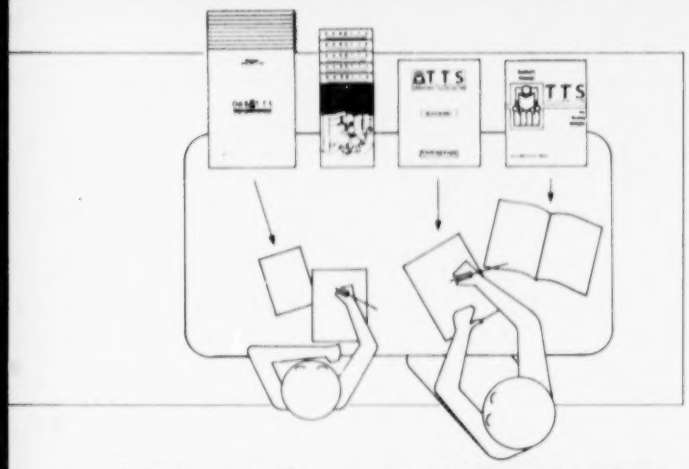
That was a loud shout.

They used the same procedures for the diphthong words on Card 4. With very little help the student was able to read most of the words. Moreover, the student showed interest in learning more, and so the teacher continued with Card 5, Vowels with *R*, and Card 6, Polysyllabic Words. In the TTS Record Booklet, the teacher checked that the student had learned most of the lesson and that the student's attitude was positive. One page of the TTS Record Booklet for Cards 4 through 6 is shown below.

They spent about five minutes with these cards and then went on to the TTS lesson for Silent Reading Comprehension and Written Expression.

Word Recognition and Analysis, Continued
Checklist of Observations and Comments

TTS Area *(Check if used.)*	Student's Achievement (Check one.)			Student's Attitude (Check one.)		
	Learned Most of Lesson	Learned About Half of Lesson	Learned Less Than Half of Lesson	Positive	Passively Cooperative	Not Interested
(✓) **Other Word Analysis Activities**						
✓ Envelope G, Card 4: Diphthongs (oi and oy) Comments:	✓			✓		
✓ Envelope G, Card 5: Vowels with *R* Comments:		✓		✓		
✓ Envelope G, Card 6: Polysyllabic Words Comments:		✓		✓		



From Envelope H, the teacher took the reading selection "Do Bees Hibernate?" (Level 3), gave it to the student, and said: "Here is a selection about bees in the winter that is similar to the kind of writing that you find in your textbooks. Tell me a little about what you already know about bees."

3

Do Bees Hibernate?

All summer long bees are busy getting their food from flowers. When winter comes and the flowers are gone, bees stop working.

In their hive stocked with honey, they gather around the mother queen bee in a huge cluster. They move and eat just enough to keep warm. Most of the time they are quiet and half asleep.

When the spring comes, and nectar juice gathers in flowercups again, there is a great stirring in the beehive. The bees crawl out, spread their wings in the sun, and fly to the nearest flowers.

Excerpt from A Time for Sleep by Millicent Selsam. ©1967 Addison-Wesley Publishing Company, Inc. Reading, MA. Reprinted with permission of the publisher.

The student said: "I know they sting and make honey, but I never thought about what they do in the winter."

The teacher said: "You will learn more about bees in the winter in this selection. Now go ahead and read it silently to yourself."

After a few minutes the teacher said: "Tell me about what you just read."

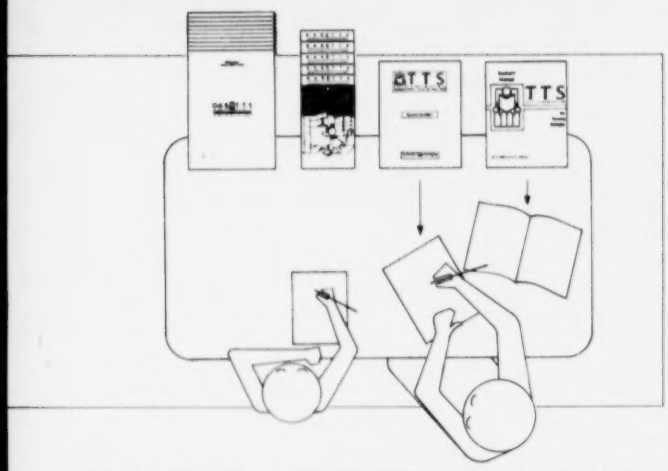
The student said: "Bees bunch up to keep warm. They also sleep a lot during the winter."

The teacher said: "That's fine. You did understand this selection. Now I would like you to write a little about what you just learned."

The teacher gave the student a sheet of paper and a pencil, and the student wrote a short summary of the selection. Although writing was clearly not easy for the student, the student did try and also demonstrated fairly good language skills, which the teacher complimented.

The student had been asked to bring a textbook to the TTS session. The student chose a science textbook which had presented particular problems. The teacher showed the student about the organization of the textbook. This particular textbook contained many visual aids—drawings and photographs. They discussed the index, glossary, and table of contents. They read together the many section heads and margin notes provided by the textbook authors, to which the student had not seemed to pay attention. The student understood the importance of these study aids and promised to use them from this time on.

This lesson took about fifteen minutes, after which they went on to the TTS for Spelling, which was the student's weakest area.



The Spelling lesson for the TTS need not be very long: most spelling problems require long-term remediation. However, since spelling is such a visible problem, many students are eager for help from any source.

Our student's DAR Spelling score was below the other DAR scores. Also, the student told the teacher about feeling hopeless about spelling. The teacher assured the student that everyone misspells words on occasion and that poor spelling was not a hopeless situation – that help was available. The teacher then used the student's writing sample from the Silent Reading Comprehension and Written Expression TTS to teach the student how to learn two of the misspelled words – *lik* for *like* and *huny* for *honey*. For the lesson, the student needed only a piece of paper and a pencil.

Like is a regular phonetic word – a long *i* with a silent *e*. The student demonstrated an understanding of the rule of silent *e* during the administration of the DAR, and so the teacher simply pointed out how *like* was just a word that obeyed that rule. The student was quite pleased to make this connection.

Honey is less regular. For this word the teacher taught the student how to use the visual-motor method. The teacher had the student look at *honey* spelled correctly, then visualize it with closed eyes, and finally write it as visualized. The final step was to check the word as the student wrote it. The student was successful and expressed great joy at learning a method that worked. The spelling lesson ended on a most optimistic note.

At the conclusion of the TTS session, the teacher gave the student the Level 3 StoryBook to take home. The student promised to report back the next day with a favorite story choice.

Simply learning a few new things, seemingly small, was enough to give the student renewed enthusiasm for learning. In fact, poor readers often see themselves as less able than their peers, which can become a self-fulfilling attitude. A short TTS session that can convince them of their own abilities and that can demonstrate methods by which they will be taught can make an immediate difference in their school performance.

Overview of the Trial Teaching Strategies Envelopes

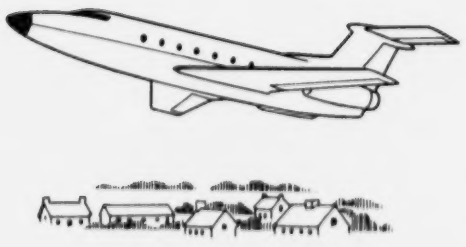
The Trial Teaching Strategies Envelopes A–J are an important feature of the DARTTS program.

- Envelopes A–G are used to teach Word Recognition and Analysis techniques to students who have not yet acquired them. These materials are presented sequentially: a visual (sight word) approach, a linguistic pattern approach, and a phonic blending approach. The envelope materials help teachers determine where the student is in this sequence developmentally and how to proceed with teaching decoding skills.
- Envelope H is used for the Silent Reading Comprehension and Written Expression lesson, as described on page 22.
- Envelopes I and J contain materials for helping older beginning readers cope with their world outside school.

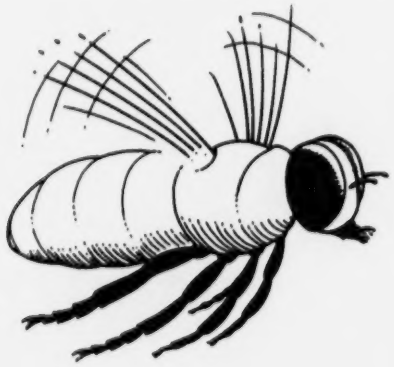
Brief descriptions of and illustrations from these materials are provided on the next four pages.

Envelope A, Reading Words in Context

The five cards in Envelope A are used with beginning readers. The easy sentences are illustrated to help the student make the connection between words and meaning. Three-quarter-size facsimiles of two of the cards are shown here:



An airplane can fly.



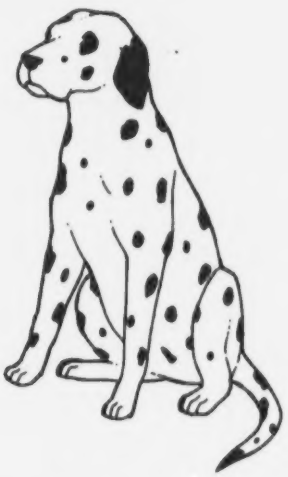
A fly can fly.

The teacher reads a sentence for the student and then says: "Now I would like you to point to the picture and then point to each word in the sentence as you read the words aloud." Procedures should be varied as needed to help the student understand.

Envelope B, Illustrated Words and Sight-Word Story

Envelope B is also used with beginning readers to teach a sight-word approach to reading. This envelope contains twenty-one cards: one sight-word story and twenty illustrated words. On each illustrated word card, the word is printed on both sides and illustrated on one. The two sides of one illustrated word card are shown as three-quarter-size facsimiles here:

dog

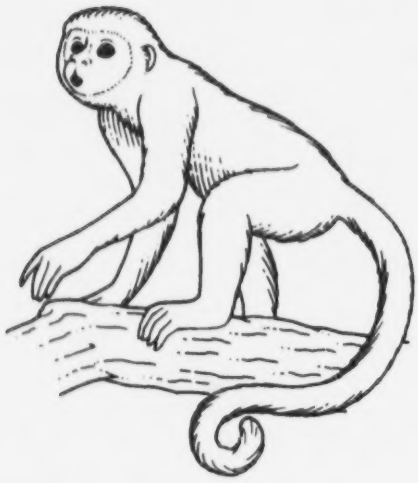


dog

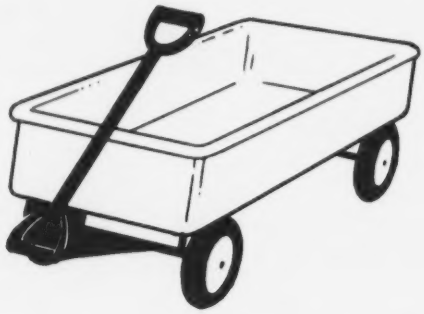
The teacher shows the student several cards turned to the nonillustrated sides and says: "Read as many of these words as you can for me." The words the student could not read are taught by using the illustrated sides. After several words are learned, the sight-word story is used to place the words in connected, meaningful text.

Envelope C, Illustrated Consonants

Envelope C is used to teach consonant sounds. The envelope contains eighteen cards: one illustration for each consonant except k, q, and x. Three-quarter-size facsimiles of two of the illustrated consonant cards are shown here:



m



w

The teacher picks several cards to teach and for each one says: "This is *m* (say the letter), and it has the sound of *m-m-m* (say the sound) that you hear at the beginning of *monkey, many, matches, milk* (give examples, including the illustration)." The student is helped to make the sounds and to understand the connection between the consonant letter and its sound.

Envelope D, Lowercase Letters

Envelope D contains small lowercase letters that are used to help students understand linguistic patterns – how changing a letter changes the word, such as how *cat* becomes *mat* when an *m* is substituted for the *c*. They are also used with the illustrated vowel cards in Envelope F to help teach blending.

Envelope E, Linguistic Pattern Sentences

The goal of all DARTTS word analysis activities is to help students read connected text. The cards in this envelope provide easy-to-read sentences that are based on linguistic patterns.

Envelope F, Illustrated Vowels and CVC Words for Vowel Sounds

The Illustrated Vowels cards are similar to those in Envelope C for Illustrated Consonants. They are used to help students learn the vowel sounds. Consonant-vowel-consonant (CVC) words are taught to help students learn to blend words and to hear how the vowel stays the same when only the consonants change, as in *cap* and *cat*, and how the vowel sound changes when the vowel changes, as in *fan* and *fun*.

Envelope G, Other Word Analysis Activities

The cards in this envelope provide materials for lessons in long vowels, diphthongs, *r*-controlled vowels, and polysyllabic words. One card from Envelope G is shown on page 20 of this Administrator's Summary.

Envelope H, Selections for Silent Reading Comprehension and Written Expression

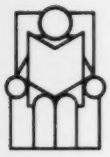
This envelope contains expository reading selections for Levels 3 through 11/12. They are used to help students understand how to read expository writing to gain new knowledge, the kind of reading they are expected to do in their school textbooks. One card is shown on page 22 of this Administrator's Summary.

Envelopes I and J, Materials for Older Readers

There are two envelopes of cards for helping older students who are reading at beginning and primary levels. Envelope I contains Level 1 sayings with easy words but more sophisticated content and simple direction signs that older students need to be able to read to cope with the real world. Envelope J contains the same kinds of materials at Levels 2 and 3 to help older students cope with situations such as driving and getting and keeping a job. Three-quarter-size facsimiles of two such cards are shown here:

All's well that ends well.

Separate cards, as shown above as three-quarter-size facsimiles, are provided in Envelope J for Level 1 students; for Levels 2 and 3, reading tasks are grouped together on larger cards for ease of handling during the lesson.



Program Research

National Item Tryout

In fall 1989 approximately 1700 students from 21 states were given the Diagnostic Assessments of Reading for the purpose of establishing the relative difficulties of the test items. Participating students were also given a nationally standardized reading test to help scale the new items. Twice as many test items as would be needed for the final tests were tried out to ensure that there would be enough good items to make one high-quality final test. Participating teachers were also asked to respond to a research questionnaire, reviewing the test items and procedures. Using both the research data (students' answers to the tryout test questions) and the teachers' reviews, final test items were selected and final administration procedures were drafted for the 1990–91 validation study edition tests.

National Validation Study

During the 1990–91 school year, a validation study was conducted with about 4000 students on the complete DARTTS program, both the Diagnostic Assessments of Reading and the Trial Teaching Strategies. Once again participating students were also tested with a nationally standardized reading test. They were tested once immediately before and then again after the use of the DARTTS materials to measure short-term gains, and then again at the end of the school year to assess long-term stability of gains. Data from the validation study is included in the DARTTS Technical Manual.

The teachers in the national validation study were also asked to respond to a research questionnaire and to comment constructively on the program. The following are just a few of the teachers' comments:

> For tutoring or one-on-one I would recommend this as a start-up program. The test is very useful.
>
> As a Chapter 1 instructor, I need to coordinate the instructional plan for students with classroom activities to a great extent. The DARTTS program identifies weaknesses which can be instructed, as part of the instructional plan.
>
> I liked doing the program. It was fun and I learned a lot about my kids. We never get a chance to work with students individually—because of the number and time limits.
>
> The DARTTS kids did show some gains between the October and January tests.
>
> The students enjoyed the individual attention.
>
> The DARTTS materials were easy to use as guidelines. We did many activities using these as a basis.
>
> The students liked the jokes and poems included in the storybooks. They hunted them out. We had fun with "Betty Botter" and read it each week.

Many teachers offered constructive criticism about the program materials, enabling the authors and editors to make further refinements in the final program materials.

Your Comments Are Welcome, Too

The comments of the teachers who participated in the tryout and validation research projects for the DARTTS program helped greatly in the development of this edition. The comments and ideas of the program users are welcome, also. The DARTTS authors can be reached through The Riverside Publishing Company:

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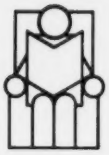


Applications of the DARTTS Program

The DARTTS program can be used with students of all ages and abilities. Whether very able but resistant to instruction or less able and needing patient one-on-one instruction, many students can make progress in reading with the DARTTS program. The following are a few of the educational settings that can make use of the DARTTS program:

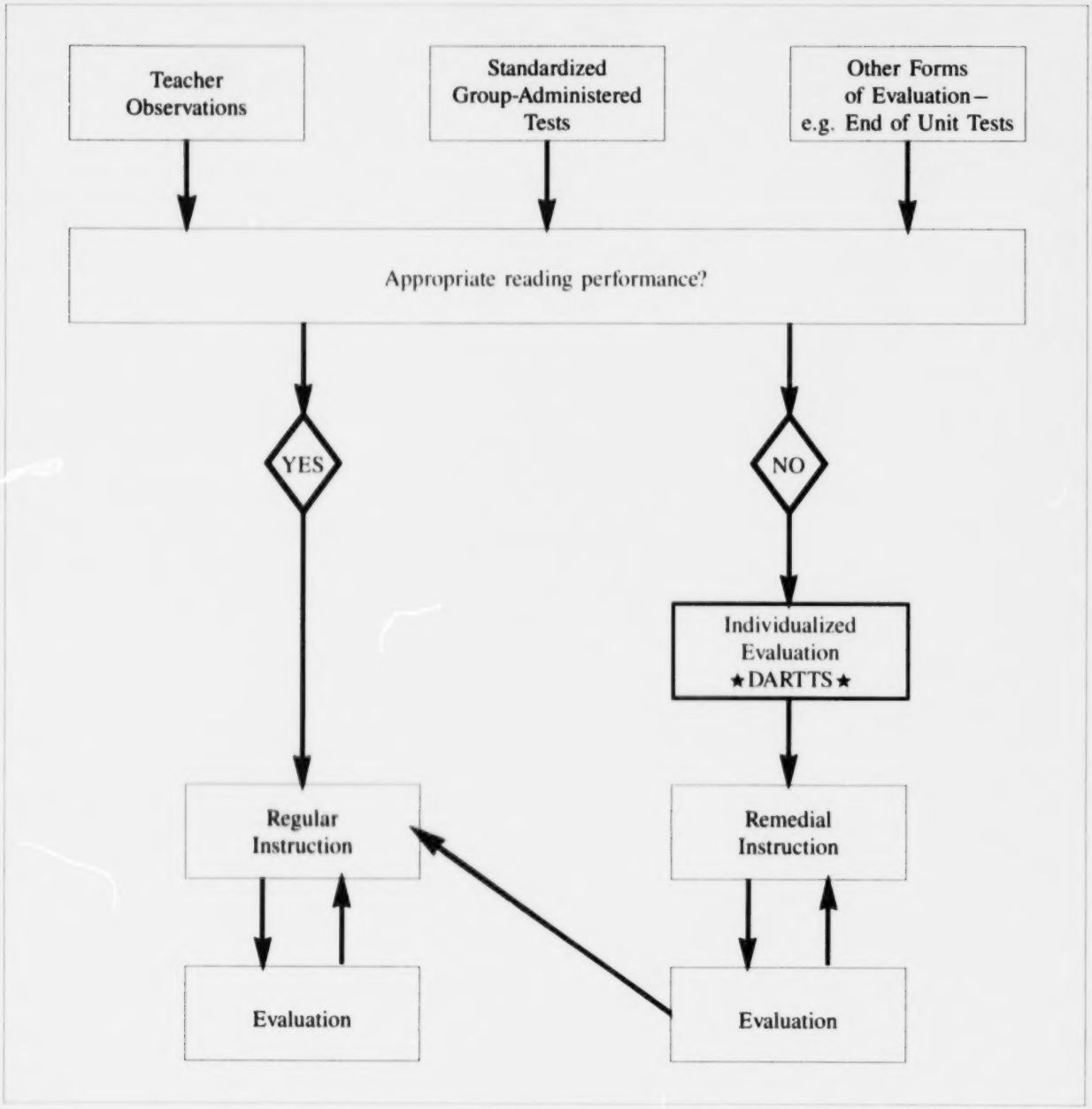
1. **Regular classrooms**–Every classroom teacher can make good use of the DARTTS program because every teacher has at least one or two students who are not reading up to their potential. The DARTTS program can help teachers confirm their own experiences with students in a very short period of time.
2. **Chapter 1 programs**–The DARTTS program can be used to structure individual or small or large group instructional programs for Chapter 1 students, to keep them improving as readers.
3. **Special education programs**–The DARTTS program belongs in every special education class. Special education programs need to have access to a wide range of diagnostic and remedial tools. An important component of any special education instruction is helping students to read up to their abilities and to keep them moving forward and growing as learners.
4. **Placement programs**–Every school psychologist and every school placement professional should have access to the DARTTS program. Reading performance, more than any other single factor, affects how students do in the other academic areas. Reading performance also affects how students do in the real world–on the job.
5. **Adult literacy programs**–The principles of teaching children and teaching adults to read are similar in many respects. Because of its individualized approach to reading instruction, the DARTTS program procedures can be an invaluable tool for adult literacy programs.

Part 7 of the TTS Teacher's Manual, "Applying the Results of the DARTTS Program through a Case Study Approach," includes detailed case studies that illustrate the variety of the applications of the DARTTS program. One case study tells about Jane, a very bright second grade student who was reading well below her abilities and who demonstrated marked resistance to all efforts to help her. By the end of the TTS session she had decided that it was perhaps not all "baby stuff" and that there was a reason for her to learn to read. Another study describes Kyle, a fourth grade student reading about two grades below level. His self-confidence was so low before the DARTTS sessions that he was fully convinced that he would never learn to read. He did have some real problems, but by showing him that there was more than one way to learn something, the teacher gave him hope and he began to try again.

Another case study describes the applications of the Trial Teaching Strategies to small group instruction. While most parts of the DARTTS testing and teaching are best accomplished one-on-one, the program results can be used to place students with like needs in small groups for effective and efficient remedial instruction.

Classroom Management of Reading Progress

The figure below illustrates how the DARTTS program can be used to monitor students' progress in reading.



Ordering Information

The following products are available for the DARTTS program. Call your local Riverside representative, the Riverside regional office that services your state, or Riverside's main office in Chicago, Illinois, for more information and current prices. Addresses and phone numbers for the regional and main offices are listed below.

DARTTS Products	Product Code Numbers
DARTTS Program*	9-49000
DAR Student Book	9-49002
DAR Student Record Booklet (Pkg. of 15)	9-49004
DAR Response Record with Directions for Administration (Pkg. of 15)	9-49006
TTS Record Booklet (Pkg. of 15)	9-49010
Teacher's Manuals	
Diagnostic Assessments of Reading (DAR)	9-49007
Trial Teaching Strategies (TTS)	9-49008
StoryBook 1	9-49011
StoryBook 2	9-49012
StoryBook 3	9-49013
StoryBook 4	9-49014
StoryBook 5	9-49015
StoryBook 6	9-49016
Trial Teaching Strategies Envelopes A-J (Set of 10)	9-49020
DARTTS Program Guide	9-49018
DARTTS Technical Manual	9-49019
Administrator's Summary	9-49040

* The DARTTS Program comes in a colorful, sturdy package. The complete program contains one each of the DAR and TTS Teacher's Manuals, the DAR Student Book, the TTS Envelopes A-J, and StoryBooks 1-6. Also contained are one package of 15 of each of the consumable materials: the DAR Response Record with Directions for Administration, the DAR Student Record Booklet, and the TTS Record Booklet.

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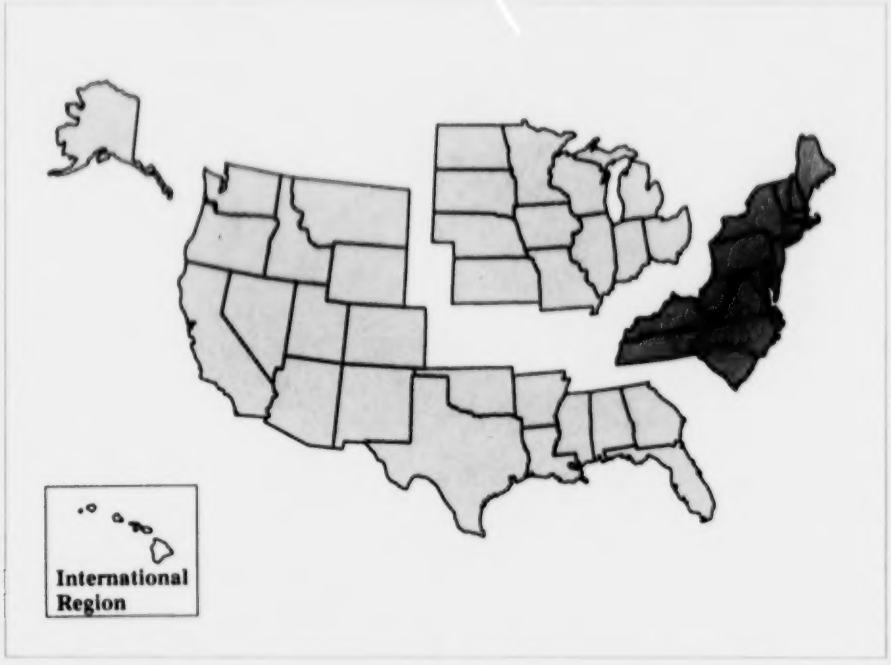

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